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The Effects of Altruism on Activity Productivity in Elderly Women in Skilled-Care Nursing Facilities

Carol J. Getz
Western Michigan University

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THE EFFECTS OF ALTRUISM ON ACTIVITY PRODUCTIVITY IN ELDERLY WOMEN IN SKILLED-CARE NURSING FACILITIES

by

Carol J. Getz

A Thesis
Submitted to the
Faculty of The Graduate College
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Degree of Master of Science
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THE EFFECTS OF ALTRUISM ON ACTIVITY PRODUCTIVITY IN ELDERLY WOMEN IN SKILLED-CARE NURSING FACILITIES

Carol J. Getz, M.S.
Western Michigan University, 1987

This study investigated altruism as a factor in productivity in elderly women. Eight groups of institutionalized elderly women (n = 33) stenciled personalized (initials) stationery. Groups were randomly assigned to either the non-altruistic condition or the altruistic condition; there was control for time of day and location of the activity. Subjects in the non-altruistic condition made stationery for themselves, while subjects in the altruistic condition made stationery for abused children living in an inner city. The number of pieces of stationery produced and the duration of time engaged in activity were recorded for each subject. Mann-Whitney U tests revealed that subjects in the altruistic condition made significantly more stationery (p < .01) and engaged significantly longer in activity (p < .05) than subjects in the non-altruistic condition. Discussed in the study are implications for the inclusion of altruism as an aspect of an activity for use in occupational therapy treatment. It is suggested that altruistic activities may be both meaningful and motivating to this population.
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Carol J. Getz
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Getz, Carol Joanne, M.O.T.
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INTRODUCTION

Gerontology, the study of older persons and the normal aging process, is a fairly young discipline. Its inception was in the 1940s, but it was not until the 1970s that much was known about age-related changes in later life (Rogers, 1981). The proportion of the population that are elderly (65 years old or older) in America has gradually increased from 4% in the year 1900 until the present level of approximately 11%, and is expected to increase at an even faster rate to reach 15% by the year 2025. Along with the rise in number of elderly persons is the increased use of health services by the aged as compared to other adults (Rogers, 1981). More than 10% of Americans aged 75 years or older live in nursing homes (Arnetz, 1985). The field of occupational therapy needs to recognize the current demographic trends and address the needs of the elderly.

Even though occupational therapists use activities as a major modality in treatment, little research has been conducted to validate the efficacy of various activities in regard to their ability to fulfill treatment goals (Barris, Cordero, & Christiaansen, 1986). One assumption in Burke and Kielhofner's Model of Human Occupation: Theory and Application (1985) is that activities must have meaning and satisfy personal and/or societal needs in order for adaptation to be successful. Much adjustment, or adaptation, by the elderly to the role changes during retirement is necessary, in order for positive life satisfaction to remain intact (Gregory, 1983, p. 548). Research on positive adaptation in the elderly generally has focused on measures of life satisfaction and morale (Duellman, Barris, & Kielhofner, 1986). Reid and Ziegler (1977) noted the importance of helping others in promoting happiness and positive adjustment. Activities geared toward altruistic helping may be of special value to elderly people.
Krebs (1970) found that social scientists generally employed everyday definitions of the term "altruism." An altruistic act, according to these everyday definitions, (a) is an end in itself (it is not directed at gain), (b) is emitted voluntarily, and (c) does good (Krebs, 1970). Several studies on altruism appear in recent literature.

Reid and Ziegler's study (1977) found that elderly persons perceived "helping others" as important for making one happy. Trimakas and Nicolav (1974) studied self-concept and altruism in old age. They found that persons with high self-concept scores acted more altruistically than persons with low self-concept scores. These relationships may be explained by a tendency of self-accepters to accept others.

Perry (1983) studied the willingness of persons 60 years of age or over to volunteer and found that persons not involved in volunteer work were not involved simply because no one had asked them to volunteer. He also reported a positive correlation between volunteering, often considered an altruistic activity, and increased self-esteem among older volunteers (Perry, 1983, p.116). Riessman (1965) described the "helper-therapy principle": the placing of persons in the role of recipient of services into the helper/volunteer role. The study recommended placing persons in a volunteer role in order that they, as volunteers, might be helped.

Krebs (1970) reviewed works indicating that altruistic responses on behalf of dependent others are more probable when there are experiences which involve success and a feeling of competence. He also described altruism in terms of the recipient's characteristics. The essential attribute of a recipient of altruism is his/her need for aid. The individual who is going to act altruistically must view the recipient as needy. In fact, the characteristics which most strongly influence altruism are those that are related to the legitimacy of the recipient's need for help. Schopler and Matthews (1965) found that dependency which was thought to have been caused by external forces elicited more altruism than internally caused dependency. Expression
of altruism is affected by the perceived need of the recipient for aid.

A recent study by Hatter and Nelson (in press) focused on altruism as a motivating factor for the elderly in activity participation, and found that an altruistic activity elicited greater participation than a non-altruistic activity. They suggested that participation in altruistic activities is meaningful to many elderly people and that altruistic activities may motivate participation in some persons. Hatter and Nelson's findings supported previous studies indicating that older individuals desire the opportunity to "help others." Hatter and Nelson suggested studying the effects of altruism on duration of participation or quality of the product of the activity.

The purpose of the present study was to examine whether elderly persons would be more productive (measured by duration of participation and by quantity of produced product) in an altruistic task. It has been suggested that duration of performance and quantity of product are related positively to motivation (Steinbeck, 1986). Stafford and Bringle (1980) studied the influence of task success on elderly women and found that tasks that are intrinsically rewarding encourage the persistence of engaged behavior without the need for an external demand. They also found an increase in the quantity of products when motivation was intrinsic. Another study indicated that activities which involved helping others (altruistic) were highly rewarding and valuable (motivating) to the elderly (Reid & Ziegler, 1977).

In the present study, the altruistic activity involved making personalized stationery for abused children, while the non-altruistic activity involved making personalized stationery for oneself. The abused children were chosen as recipients of the altruistic activity because it was thought that they would be viewed as externally dependent and as legitimately needful of help.

Personalized stationery, incorporating the initials of the owner of the stationery, added elements of interest, value, and meaning to the activity. This activity was
appropriate regardless of whether the creator was the actual recipient of the product or not. Stationery is a product usable by boys and girls as well as by elderly women. Stenciling was chosen as the process to make the stationery. It involved the use of a stencil crayon that allowed for easy application of the paint, within the skill levels of some institutionalized persons. It was a short activity that was practical in terms of both time and money.

Elderly persons in a skilled nursing care institution were studied in a task to help or benefit others (altruistic) and in a task to benefit oneself (non-altruistic). The number of pieces of stationery produced and the amount of time engaged in activity were measured. It was hypothesized that subjects engaged in an altruistic activity would be more productive than those involved in a non-altruistic activity.
METHOD

Subjects

The sample consisted of 33 female residents living in two different skilled nursing care facilities. According to the activities director at each skilled care facility, the subjects required occasional assistance, observation, and/or monitoring by a skilled medical professional. They were unable to care for themselves independently. Subjects' ages ranged from 60.0 to 99.0 years with a mean of 81.3 years. The duration of institutional residence ranged from two weeks to 10.0 years with a mean of 2.6 years.

Each activities director referred subjects to the study after completing the Paracheck Geriatric Rating Scale (PGRS) on each potential subject. The criteria for subject selection were that all subjects had to be ambulatory (e.g., with an aide, if necessary), capable of independently participating in a simple stenciling activity involving some fine motor skills, and able to obtain a score of 25 or above on the Paracheck Geriatric Rating Scale.

Procedure

The following materials were used: (a) oil-based stencil crayons, (b) 1/2" stencil brushes, (c) 20 pound paper (5 1/4" x 7"), (d) two paper clips, and (e) templates (folded manila paper [6" x 9"] with two 1" alphabet stencils inserted on one side of the folded manila paper).

The dependent variables were productivity, that is, the total number of pieces of stationery produced and the total duration engaged in the activity. The assistants measured and recorded, for each participant, the total duration of time from start...
to finish of the activity, by using wristwatches (multiple stopwatches would have been too cumbersome), and the number of pieces of stationery made, not counting the practice piece of stationery.

Subjects were recruited by an announcement in the monthly bulletin of the facility and then by a verbal invitation. Eight different times were available for subjects to participate in the stenciling task. The subjects were assigned to one of the eight time slots based on their availability. Random assignment of the time slots to different group conditions (e.g., altruistic and non-altruistic) was used.

Six occupational therapy students were trained to act as both assistants (i.e., teaching the stenciling activity, collecting data, and recording data) and monitors (i.e., escorting subjects, obtaining supplies, and rechecking data entry). Each student acted as a monitor at least once and as an assistant at least twice. The students were each trained for a minimum of three sessions (minimum of one and half hours/session). The training included pilot studies and a mock experimental session, in addition to the learning of stenciling. The students were not told of the hypothesis and assumptions regarding the activity. The author was not present in the room where the study was conducted, but the author was available for any unplanned events. Two assistants and one monitor were present for each session. The students were prompted by the author to adhere strictly to the protocols (see Appendix A).

Subjects assigned to the non-altruistic condition made personalized (own initials) stationery for themselves and kept the finished product. Subjects assigned to the altruistic condition made personalized (child’s initials) stationery for abused children. An assistant gave each subject in the altruistic group a child’s initials. Information pertaining to age, sex, and place of residence of the child was also given to each subject by the assistant. A poster and brochure, with pictures of some of the
children and their home, was shown to the subjects and kept within close proximity of
the subjects while the stenciling activity occurred. The completed products were
given to the abused children. All subjects were seated around tables, in groups of
one to five persons per table, according to the order in which they arrived. Group
size was limited to five persons in order to optimize instruction. An assistant gave
each group the same set of instructions and demonstration regarding the stenciling
procedure. The activity consisted of two steps: (1) the placement and securing (with
two paper clips) of stationery paper between the pages of the template, and (2) the
application of a stencil crayon through the template onto the stationery paper via a
stencil brush. After a piece of stationery was painted and removed, additional pieces
of stationery paper (e.g., one at a time) were placed between the pages of the manila
paper. A practice sheet of stationery was made by each subject before the data were
collected.

If subjects asked how long they should continue making stationery, they were
told to continue as long as they could. When subjects stopped doing the activity,
each was given the verbal (closure) prompt: "Would you like to make another piece
of stationery for your -self/little boy/little girl?" If the subject answered "No," a
second and final verbal (closure) prompt was given: "Are you sure that you do not
want to make another piece for yourself/him/her?" If the subject still answered "No,"
the duration was recorded. If the subject answered "Yes" to the second and final
verbal (closure) prompt, the stenciling activity was resumed.

Rests were allowed. Time was recorded at the beginning and end of a rest. The
assistant suggested a rest if the subject appeared fatigued: "Are you tired? You may
take a rest if you would like one. Go ahead and rest for a moment." The assistant
would ask, "Are you ready to work again?" in order to reengage the subject in the
activity. If the subject did not wish to reengage in the activity, the previously
mentioned verbal (closure) prompts were used.

The procedure took place in a day room located at each population's place of residence. The activity took place at 2:30 p.m. on eight different days. Non-participating residents were not present in the room. For a complete description of the protocols and consent letter used, see Appendix A and Appendix B, respectively.
RESULTS

A preliminary analysis of the data revealed that numerical values for the two dependent variables were not normally distributed. Therefore, the Mann-Whitney $U$ test, a nonparametric test, was used to test differences between the two independent samples. See Table 1 for a summary of the results.

Dependent Variable: Quantity

For a comparison of the dependent variable quantity, that is the total number of pieces of stationery produced, Mann-Whitney $U = 54.5$, $p = .002$. The median for the non-altruistic group (Group 1, $n = 17$) was 2 pieces of stationery. The median for the altruistic group (Group 2, $n = 16$) was 10 pieces of stationery. The overall number of pieces of stationery ranged from a minimum of 1 piece to a maximum of 11 pieces for the non-altruistic group and from a minimum of 1 piece to a maximum of 23 pieces for the altruistic group.

Dependent Variable: Duration

For the dependent variable duration, Mann-Whitney $U = 73$, $p = .011$. The median for the non-altruistic group (Group 1, $n = 17$) was 8.8 minutes. The median for the altruistic group (Group 2, $n = 16$) was 22.6 minutes. The overall number of minutes engaged in activity ranged from a minimum of 1.8 minutes to a maximum of 51.9 minutes for the non-altruistic group and from a minimum of 2.3 minutes to a maximum of 102.9 minutes for the altruistic group.
Table 1

Age, Paracheck Score, Activity Productivity, and Activity Duration in Non-altruistic and Altruistic Activity Groups

<table>
<thead>
<tr>
<th>List of Variables</th>
<th>Non-Altruistic Activity (n=17)</th>
<th>Altruistic Activity (n=16)</th>
<th>Statistic</th>
<th>One-tailed p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age in years M</td>
<td>79.6</td>
<td>82.9</td>
<td>-1.01</td>
<td>.158</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>8.8</td>
<td>10.1</td>
<td></td>
</tr>
<tr>
<td>Years of residence M</td>
<td>1.6</td>
<td>3.5</td>
<td>1.92</td>
<td>.064</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>2.0</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>Paracheck Scale M</td>
<td>36.0</td>
<td>35.6</td>
<td>0.23</td>
<td>.412</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>5.5</td>
<td>5.6</td>
<td></td>
</tr>
<tr>
<td>Quantity (number of pieces) M</td>
<td>3.1</td>
<td>10.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>2.7</td>
<td>7.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>2.0</td>
<td>10.0</td>
<td>54.5</td>
</tr>
<tr>
<td>Duration (in minutes) M</td>
<td>12.2</td>
<td>29.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>13.6</td>
<td>26.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>8.8</td>
<td>22.6</td>
<td>73.0</td>
</tr>
</tbody>
</table>

Other Considerations

There were no significant differences between the altruistic and non-altruistic groups in terms of age (p = .158), length of residence (p = .064), or score received on the Paracheck Geriatric Rating Scale (p = .412).
DISCUSSION

Results of the study clearly indicated that institutionalized subjects who participated in the altruistic activity (making stationery for abused children) made more stationery and engaged in the activity longer than institutionalized subjects who participated in the non-altruistic activity (making stationery for oneself). Although the difference between the two randomly assigned groups, in terms of length of residence, was almost significant (p = .064), any such difference cannot explain the significant differences found in task performance (i.e., quantity of produced product and duration of engagement in the activity). One would not expect persons who have been institutionalized for greater durations to work longer and produce more products than those persons who have been institutionalized for shorter periods of time.

These findings have important implications for occupational therapy theory and treatment. Purposeful activity, as an aspect of the treatment process, is a premise of occupational therapy. A therapist needs to synthesize therapeutic activities that have meaning for the client and that motivate the client to engage in a task. In this study, duration of participation and quantity of produced product indicated that an altruistic activity may be both meaningful and motivating. Altruism can be thought of as a possible component of goal-oriented, purposeful activity.

Demographic trends indicate that elderly clients are an ever increasing population whose trends must be met. Elderly persons desire to be a productive part of society. Altruistic activities allow aged persons to be productive and contributing members of society. It appears necessary for occupational therapists to note the importance of including altruism as a possible element of an activity used for treatment of the elderly.

For the purpose of guiding further research in related areas, it is of value to recognize a variety of factors that contributed to the effectiveness of this study's
design. First of all, several pilot studies were conducted. Through pilot studies it was found that stencil crayons resulted in fewer errors (i.e., smudged letters) in the stenciling process than did the use of paint. Also, a one-on-one basis was found to be optimal for initial instruction; group size of three to five subjects per three instructors (two assistants and one monitor) was efficient after each subject received initial one-on-one training. Typical problems arose in the pilot study (e.g., fatigue, non-task-oriented talking while discontinuing work, and family visits) which were predicted and handled by a predetermined protocol used in the real study. Another important factor was that the recipient of altruism, abused children living in the inner city, reflected an externally dependent population. This chosen population enhanced the altruistic nature of the study. Another thing that pilot studies suggested, was that there was a need for communication to be very clear as to whom would receive the stationery. Throughout the session reminders were given that the stationery was for the subject/boy/girl; this helped to define and distinguish one condition from the other condition. The major factor behind the effectiveness of the design is altruism itself. Altruism may be motivating for all persons. Aged people often feel helpless when institutionalized (Arnetz, 1985), but altruism through its own inherent nature motivates persons to become involved and help others.

There is need for continued research in the areas of altruism and the elderly. The present study followed up on a study by Hatter and Nelson (in press) in which elderly subjects' participation in a cookie decorating activity for normal preschoolers was measured. The present study measured quantity of produced product and duration of participation for elderly subjects stenciling personalized stationery for abused children from the inner city. Future research could focus on a variety of populations. It could compare institutionalized and non-institutionalized elderly persons, compare men to women, study men only, focus on a particular disability, or study another
age group. The recipients of altruism would vary depending on the population under study; in fact, studies could investigate which recipients tend to elicit altruism in which populations. Another change from the present study could be the selection of activities other than stenciled stationery. Wood working, ceramics, photography, stenciled wall plaques, decoupage, baking, and baker's clay are all viable options for an activity to be used in a study of altruism. Levels of intensity of emphasizing the altruism could also be studied.
CONCLUSION

Results of this study indicate that altruism, incorporated into an activity, significantly increased duration of participation and quantity of produced product. Additional research is needed to confirm that other varieties of altruistic activities are meaningful and motivating to elderly persons, yet altruism, in at least some forms, seems a significant factor for therapists to consider when planning and structuring treatment for the elderly.
Appendix A

Protocols
NON-ALTRUISTIC PROTOCOL

I. The Activities Director obtains two subjects at 10 minute intervals until five subjects are present.

II. One subject/one assistant initially, increasing to two subjects/one assistant.

III. Intro: Self & Activity

Hi, we are students from Western Michigan University. Today, we will be making stationery. This is a piece of stationery. We will teach you how to make stationery with your initials on it.

First, I need you to read and sign this form. (Read consent form out loud while subject reads to self.) Do you want to be in the study and make some stationery? (Have them sign, but you date the form. You write the participant's name on the Questionnaire.) Have you ever done stenciling before? (Show template and write Y or N.)

IV. Teach/Demo

Which of these colors would you like? (Show palette.)

First, we need to clip the paper so that it won't slide or move (Fold and unfold paper). Open the folder. Match the paper to the red lines.

Second, we rub paint above the letters (Point) like this. This is a good amount of paint—not too much and not too little.

Third, we rub the brush in the paint (Point).

Fourth, we dot the brush in a circle over the initials.

Then, we add more paint above the initials. Rub the brush in the paint. Paint over the initials moving the brush in a circle. Let's see how it looks so far.
(Open the folder and comment).

V. Practice

Now, let's practice on this letter.

1st Rub the paint above the initials (Point). More? Enough? Too much?

Good, that is a perfect amount of paint.

2nd Rub the brush in the paint (Point). Good.

3rd Now, brush over the letters. Make a circle with the brush. That's right. Good.

4th If you think you need more paint go ahead and add some above the letters (Point).

5th Make sure to get the corners (Guide the brush).

6th Would you like to see what it looks like so far?

7th Lift open the folder and look.

8th Do you like it? I think it is good/needs paint here/is too light (Adjust accordingly).

9th You did a very good job and this was just practicing!

VI. Data Collection

Now, you can make a piece by yourself.

1 Here's another piece of paper (Fold and unfold it).

2 Let's clip it. Remember to use the red lines as a guide. That's correct (Once paper is secured, TIME BEGINS in seconds).

3 How about adding some paint above the initials?

4 Now, rub the brush in the paint.

5 You're ready to paint over the letters.

6 Good. Rub the brush in circles.

7 Add more paint if you'd like (Repeat steps 3-6).
8 Would you like to check the stationery and see what it looks like? (Open the folder.)

9 Do you like it? I think it is good/needs more paint.

10 You have made _____ pieces of stationery. You are working very hard/well.

11 Would you like to make another piece of stationery for yourself?
   Y - Here's another piece of paper. (Fold and unfold it.)
   (Repeat steps 1-11.)
   N - Are you sure that you do not want to make another piece?
      Go - (Repeat steps 1-11.)
      No - O.K. you may stop (Record TIME END in seconds). Let's see how many pieces of stationery you have made. _____ Very good. Thanks for participating in the study. (Monitor escorts subject out. Assistant records QUANTITY and TOTAL TIME in seconds.)

Monitor

Escort subjects out of room. Ensure proper placement of stationery on overbed table. Watch subjects re: placement of paint (no pen, please!). Instruct a subject, if the assistant is busy. Make sure the assistants properly record TIME. Obtain any materials that the assistant may need.

Problems

I. Fatigue

Are you tired? You may take a rest if you would like one. Go ahead and rest for a moment. (Record TIME [in seconds] and wait.) Are you ready to work again?
Y - (Record TIME [in seconds] and repeat steps 1-11.)

N - Would you like to make another piece of stationery for yourself?

Go - (Repeat steps 1-11 and record TIME [in seconds].)

No - O.K. you may stop (Record TIME END in seconds). Let's see how many pieces of stationery you have made. __#__. Very good. Thanks for participating in the study. (Monitor escorts subject out. Assistant records QUANTITY and TOTAL TIME.)

II. Off Task

Let's paint some more. It looks like you need: more paint/to brush the corner/to brush all over the letter(s).

III. Remember

Lock wheelchair upon arrival.

Unlock wheelchair upon departure.

Clip = bottom of one side.

Speak LOUDLY and SLOWLY.

Choose = 1. sex . . . (not age)

2. color

Teach one letter and Practice one letter.

Guide . . . do not take over.

TIME in seconds.

Stand when both subjects are present.

** to talk and monitor both subjects simultaneously.

Record Begin & End TIMES.

Comment re: Why stop.

Follow protocol.
ALTRUISTIC PROTOCOL

I. The Activities Director obtains two subjects at 10 minute intervals until five subjects are present.

II. One subject/one assistant initially, increasing to two subjects/one assistant.

III. Intro: Self & Activity

Hi, we are students from Western Michigan University. Today, we will be making stationery for abused children. The children are from Chicago and have been abused by their parents. They live in this home (Show brochure and poster). These are their pictures. Aren't they cute? They need stationery to write to their parents and friends, so today we are making stationery for them. This is a piece of stationery. We will teach you how to make stationery with one of the child's initials on it.

First, I need you to read and sign this form. (Read consent form out loud while subject reads to self.) Do you want to be in the study and make some stationery for a little boy or a little girl? (Have them sign, but you date the form. You write the participant's name on the Questionnaire.) Have you ever done stenciling before? (Show template and write Y or N.)

IV. Teach/Demo

Would you like to make stationery for a boy or for a girl? Here is initials. He/she is ____ years old and would like having some stationery. Which color do you think he/she would like? (Show palette.)

First, we need to clip the paper so that it won't slide or move (Fold and unfold paper). Open the folder. Match the paper to the red lines.
Second, we rub paint above the letters (Point) like this. This is a good amount of paint—not too much and not too little.

Third, we rub the brush in the paint (Point).

Fourth, we dot the brush in a circle over the initials.

Then, we add more paint above the initials. Rub the brush in the paint. Paint over the initials moving the brush in a circle. Let's see how it looks so far (Open the folder and comment). I bet initials will really like the stationery that you are going to make for him/her.

V. Practice

Now, let's practice on this letter.

1st Rub the paint above the initials (Point). More? Enough? Too much? Good, that is a perfect amount of paint.

2nd Rub the brush in the paint (Point). Good.

3rd Now, brush over the letters. Make a circle with the brush. That's right. Good.

4th If you think you need more paint go ahead and add some above the letters (Point).

5th Make sure to get the corners (Guide the brush).

6th Would you like to see what it looks like so far?

7th Lift open the folder and look.

8th Do you like it? I think it is good/needs paint here/is too light (Adjust accordingly).

9th You did a very good job and this was just practicing! I bet initials will love this stationery!

VI. Data Collection

Now, you can make a piece by yourself.
1. Here's another piece of paper (Fold and unfold it).

2. Let's clip it. Remember to use the red lines as a guide. That's correct.

(Once paper is secured, TIME BEGINS in seconds.)

3. How about adding some paint above the initials?

4. Now, rub the brush in the paint.

5. You're ready to paint over the letters.


7. Add more paint if you'd like (Repeat steps 3-6).

8. Would you like to check the stationery and see what it looks like? (Open the folder.)

9. Do you like it? I think it is good/needs more paint. __Initials__ will really be thankful for this stationery that you have made for him/her. He/she can use it to write letters to his/her parents and friends.

10. You have made ____#____ pieces of stationery. You are working very hard/well.

11. Would you like to make another piece of stationery for your little boy/girl?

   Y - Here's another piece of paper. (Fold and unfold it.)

   (Repeat steps 1-11.)

   N - Are you sure that you do not want to make another piece for him/her?

   Go - (Repeat steps 1-11.)

   No - O.K. you may stop (Record TIME END in seconds).

Let's see how many pieces of stationery you have made. __#__. Very good, __initials__ will be really pleased with his/her stationery. Thanks for helping. (Monitor escorts subject out. Assistant records QUANTITY and TOTAL TIME in seconds.)
Monitor

Escort subjects out of room. Ensure proper placement of stationery on overbed table. Watch subjects re: placement of paint (no pen, please!). Instruct a subject, if the assistant is busy. Make sure the assistants properly record TIME. Obtain any materials that the assistant may need.

Problems

I. Fatigue

Are you tired? You may take a rest if you would like one. Go ahead and rest for a moment (Record TIME [in seconds] and wait). Are you ready to work again?

Y - (Record TIME [in seconds] and repeat steps 1-11.)

N - Would you like to make another piece of stationery for your little boy/girl?

Go - (Repeat steps 1-11 and record TIME [in seconds].)

No - O.K. you may stop (Record TIME END in seconds). Let's see how many pieces of stationery you have made. ###. Very good, initials will be very pleased with his/her stationery. Thanks for participating in the study. (Monitor escorts subject out. Assistant records QUANTITY and TOTAL TIME.)

II. Off Task

Let's paint some more. It looks like you need: more paint/to brush the corner/to brush all over the letter(s).

III. Remember

Lock wheelchair upon arrival.

Unlock wheelchair upon departure.

Clip = bottom of one side.

Speak LOUDLY and SLOWLY.
Choose = 1. sex . . . (not age)
      2. color

Teach one letter and Practice one letter.

Guide . . . do not take over.

TIME in seconds.

Stand when both subjects are present.

** to talk and monitor both subjects simultaneously.

Record Begin & End TIMES.

Comment re: Why stop.

Follow protocol.
Appendix B

Letter of Informed Consent
Dear Participant:

I am a graduate student in occupational therapy at Western Michigan University. I am conducting a study in order to understand people's motivation in activities.

You will be asked to make stenciled stationery. Proper use of the paint will be demonstrated and safety issues will be pointed out. A group leader will be present at all times. In total, the activity will take one hour or less.

The information that I collect will be coded so that no one will be able to identify you in any way. The procedure will be explained and you will be given a choice whether to participate in this study or not. You are under no obligation to take part in this study. There will be no penalties for not taking part in this study, and you may stop participating in the study at any point.

If you have questions please call me at 383-0170 or call my research advisor, Dr. David Nelson, at 383-4936.

Thank you,

Sincerely,

Carol J. Getz, OTS

I have read and understand all the above information. All my questions have been answered and I give my consent to participate in the study.

__________________________________________  _______________________________________
Signature                                  Date
BIBLIOGRAPHY


